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ABSTRACT

These materials are part of a four-module series, "Competence Is for Everyone," designed to specify and reduce limitations on the learning and use of skills that people experience because of their sex or race. The series identifies three areas that function to maintain inequalities: the process of making judgments or appraisals; practices of social institutions in education, employment, and the mass media; and legal precedents and historical antecedents. Appraisal is treated as it occurs with respect to group membership, i.e., sex and minority status. This module, written for students at the upper grade-level, examines the appraisal process in American society through activities focused on: (1) identification of person and task appraisals; (2) self-appraisal; and (3) recognition of sexual and racial stereotypes. A teacher's guide with instructions and worksheets accompanies this student text. (Author/HIM)

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COMPETENCE IS FOR EVERYONE

Upper Level Teacher's Edition
Unit 1: Different People

Martha Whalen Kent, Anne M. Woolfson, and Dale Kent

University of Vermont

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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PREFACE

This curriculum is an outgrowth of approximately six years of research and several additional years of discussion and thought. Although there were a number of obstacles, as there usually are with a long-term project, the efforts of a number of people need to be especially acknowledged for having made this work possible.

Much love and appreciation go to my parents for modeling concrete acts demonstrating the inherent value of human life and the importance of learning. I would like to express equal appreciation to Dale Kent for a decade of exploring the nature of appraisal in many discussions. Gratitude and appreciation go to several teachers who have allowed the free, innocent, playful inquiry of a groping student. Among these I would like to mention especially Professors Lucy Rau Ferguson, Dozier Thornton, Jack Hunter, and Ulrich Weisstein.

Much love and appreciation also go to several colleagues. When James Baldwin was asked what it was like to be a Black writer in the early sixties, he replied that "there was not, no matter where one looked, any proof of one's existence." I would like to thank Dr. Marcia Guttentag, Associate Provost Sheila Tobias, and Dr. Zella Luria for the "proof of one's existence." To be less metaphoric, I would like to thank them for serving as professional models, for their concrete help, and for their continued encouragement of this work from its inception several years ago to the present time.

I also would like to acknowledge the support of colleagues at the University of Vermont, especially Dr. Virginia Clark, Dr. Richard Musty, Dr. Marc Kessler, and Dr. Herbert Leff.

Many individuals contributed to the development of the curriculum by suggesting and designing exercises, researching reading materials, and gathering statistical information. The contributions of the following staff members are gratefully acknowledged:

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Special appreciation goes to Ingrid Utech for the careful layout and outstanding professional typing and many good suggestions for the final manuscript. For Ingrid and others this was not merely a piece of labor, but a labor of love. A significant portion of our lives was affected by it and it has the potential for affecting our future lives.

Finally, I would like to thank the Women's Educational Equity Act Program of the U.S. Office of Education for the opportunity to contribute toward the realization of equality, freedom, and justice.

M. W. Kent
November, 1977

CONTENTS

AN OVERVIEW OF THE PROGRAM 1

UNIT 1: DIFFERENT PEOPLE 11

Introduction 13

Chapter 1: What Is Appraisal? 15

Identifying Person and Task Appraisals (Teacher's Worksheet) . . . 19
Writing Person and Task Appraisals 20
Appraisal Repair: Changing Person Appraisals to Task Appraisals . 21

Chapter 2: Who Am I? 22

Who Am I? (Teacher's Worksheet) 23
Who Am I? (Student Exercise). 24
Who Am I: When and Where? (Student Exercise) 25
Personal Coat of Arms (Teacher's Worksheet). 26
Personal Coat of Arms (Student Exercise) 27
Appraising Myself (Teacher's Worksheet). 28
Truly My Own 29

Chapter 3: Who Are You? 30

Appraising Others (Teacher's Worksheet). 31
Circle of the Sexes (Teacher's Worksheet). 32
Appraisal Role Play (Teacher's Worksheet). 33
Identifying Appraisals in Cartoons (Student Exercise). 34
Identifying Appraisals in Cartoons (Teacher's Worksheet) 35
Cartoons 36

Chapter 4: What Color Are Your Eyes? 42

"Eye of the Storm" (Teacher's Worksheet) 43
From Specific to General: Drawing False Conclusions (Teacher's Worksheet) 44
Specific to General: How We Sometimes Draw False Conclusions (Student Exercise). 45

Chapter 5: Categories in Our Society 47

Appraisal Charades (Teacher's Worksheet) 48
The Category Game (Teacher's Worksheet). 49
Categories in Our Society (Teacher's Worksheet). 51
Stereotype Awareness Exercise (Teacher's Worksheet). 53
Growing Up, by Shirley Chisholm 54

AN OVERVIEW OF THE PROGRAM

In his autobiography,* Malcolm X recounts an incident from his youth that shaped the course of his life substantially. Malcolm was a top student in school. One day one of his teachers asked him what career he planned to pursue. Malcoln replied that he wanted to be a lawyer. The teacher was surprised and advised Malcolm that this was not a realistic goal for a Black person. Carpentry would be much more suitable.

Consider another example. Nancy always liked to solve mathematical problems. Her parents, although poor, encouraged and supported her in her efforts to become a mathematician. After years of study and substantial financial investment, Nancy obtained a doctorate in mathematics, graduating with high distinction. When she went to her first job interview, the interviewer asked her if she were really serious about mathematics. The interviewer thought that women were not really serious about their work.

On what basis did the teacher and the interviewer make their judgments about Malcolm X and Nancy? Were they based on the quality of the performance of these individuals or were they based on non-performance criteria? Clearly the judgments were based on non-performance criteria. They were based on attributes of these individuals--on being Black or female--and on stereotypes associated with these two attributes, such as not being serious enough. Ability and performance were not taken into account.

What were the consequences for Malcolm X and Nancy? Discouraged over his job prospects, Malcolm X dropped out of school at the age of fourteen. Nancy obtained employment as a semi-skilled laboratory assistant.

The purpose of these materials is to specify and reduce limitations on the learning and use of skills that people experience because of their sex or race. The social categories into which individuals are placed are strongly associated with what they will or will not learn and what skills they use or will be allowed to use. To articulate these constraints and go beyond them, the materials focus on three areas that function to maintain inequalities. These are:

- The process of making judgments or appraisals.
- Practices of social institutions in the areas of employment, education, and the mass media.
- Legal practices and historical antecedents.

Historically, many individuals have been treated on the basis of <u>who</u> they are rather than on the basis of <u>what</u> they can do. This process of inappropriate <u>person-based</u> appraisal and treatment has created

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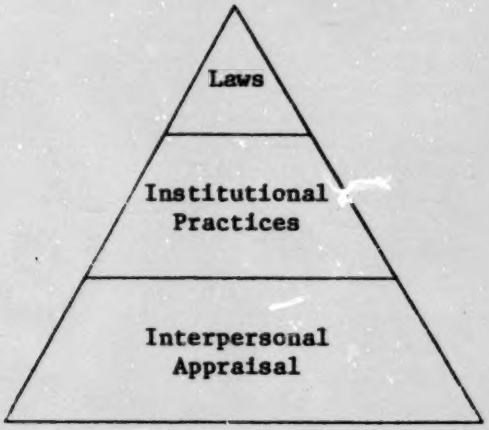
*Malcolm X with Alex Haley, <u>The Autobiography of Malcolm X</u>. New York: Grove Press, 1965.

inequalities which are expressed in interpersonal interactions, the practices of social institutions, and legal practices.

These kinds of inequalities can be illustrated visually in the form of a pyramid:



1. Unobtrusive interpersonal appraisals form the base or foundation of this pyramid. Like most foundations, it is the most solid and least visible layer of this structure. It is solid and entrenched because we are least aware of what is going on, what sort of appraisals we are making or receiving, and what the effects of these are on us and on others.

2. Practices of our major institutions constitute a second and more obvious layer of this structure. In the past, discriminatory employment practices and restricted admissions quotas have been clearly stated and articulated in policy statements by these institutions. Their effects are markedly visible in the absence of women and minorities from certain occupations and institutions of advanced training and in their concentration in low-level jobs.

3. The apex of this pyramid is comprised of the legal practices and principles that establish legal guidelines to which we as a society have committed ourselves. These reflect a history of restrictive legislation based not on the actions of individuals but on their group membership. They also reflect a recent history of legislative changes that have increasingly prohibited discriminatory practices. At each level of the pyramid individuals are judged and treated on the basis of who they are rather than on their actions.

Let us take a closer look at the basic layer of interpersonal appraisal and the cases of Malcolm X and Nancy. The advice Malcolm receives contains no information about his actual performance--his excellent scholastic achievements. The interviewer does tell him who he is--namely that he is Black--and that only certain things are suitable for him to do.

This information places Malcolm into the category "Black" and helps to keep him there. It also informs him that, because he is in this category, he is somewhat inadequate. In the case of Nancy, the employer does not assess her training and ability as a mathematician. He does assess her as "not serious" and as "female." This appraisal also tells Nancy who she is, that she is "not serious," and that she is a "woman." It also places her into a category and informs her that she, as a person, is inadequate. Hence, Malcolm and Nancy are given no information about their learning or their skills--information which could help them in their performance. Instead, they are defined as inadequate people.

What appraisals did other individuals receive? Let us consider Nancy's case. She found that all the other applicants for her position were males. The employer was not concerned about how "serious" the applicants were or about the fact that they were males. Instead, he carefully scrutinized their applications and examined the training and experience they had obtained in mathematics. In these cases, the employer was directly concerned with the performance of applicants. His appraisal was appropriate. It was task-based rather than person-based.

How can the situation be corrected for Malcolm X or Nancy? In Malcolm's case it would have been appropriate for the teacher to give advice that was based on Malcolm's actual performance in school; that is, it would have been appropriate for the teacher to make task-based appraisals. In the case of Nancy, it would have been appropriate to examine her application for the training, experience, and ability she had in mathematics, and to reject or accept her application on this basis.

In the two examples we have discussed, the personalized appraisals are directly associated with two major social categories--Black and female. Several points need to be clarified. First, there are many groups in our society, such as the aged, the handicapped, young people, those over thirty, dumb kids, smart kids, etc. The process of appraisal is not limited to one type of group; it is applicable to any group. Through appraisal, the group is established and maintained. Although the type of groups into which we categorize people may change, the process of appraisal remains essentially the same.

Second, personalized appraisals need not be associated in an obvious way with a category, such as Black or female. In fact, the current climate of opinion suggests that it is less socially acceptable to be obviously prejudiced than it was two decades ago. Malcolm's teacher today might say, "You have a good personality, Malcolm, and you will find more employment in carpentry." He would refrain from pointing out that Malcolm was Black. The employer in Nancy's case might say to Nancy, "Are you really serious about your work?" He, too, would not comment on the fact that Nancy was a female.

Third, it should be pointed out that sometimes personalized appraisals are appropriate. When we are attracted to someone, we may like that individual's appearance or qualities of character, such as gentleness,

sense of humor, etc. In a beauty contest, it is appropriate to judge the appearance of contestants. Whether appraisal is appropriate will depend on the situation. In a situation in which the purpose is learning or using a skill, personalized appraisal is inappropriate and uninformative with regard to the tasks in which individuals are engaged. It tells them what sort of people they are and thereby detracts from performance. These definitions can be negative, as in the cases of Malcolm and Nancy, or positive. Let us consider a positive example. As a student, some of Nancy's friends would remark, "With your looks, I wouldn't worry about that math problem." It is nice for Nancy to be complimented on her appearance, but this does not solve her math problem.

The critical concern is not whether appraisals are positive or negative but whether they are appropriate. For nearly two decades educators and psychologists have debated the effectiveness of praise over criticism, of positive over negative reinforcement in learning. A wealth of experimentation has yielded results that have remained quite contradictory. Recently investigators are beginning to acknowledge that the positive or negative qualities are probably not the critically important feature that accounts for the effectiveness of feedback or reinforcement. They are suggesting that effectiveness probably depends on how feedback and reinforcement are used. These materials explore one important manner in which feedback occurs and how it is or is not conducive to learning by:

1. Distinguishing between task-based and person-based appraisal.

2. Examining whether the appraisal is appropriate; that is, does task-based appraisal occur in performance situations or are the appraisals personalized and inappropriate?

3. Realizing that positive and negative appraisals are not the critical distinctions. If performance is inadequate, negative task appraisals are as appropriate as are positive task appraisals with a job that is exceptionally well done.

4. Realizing the consequences of appropriate and inappropriate appraisal. Appropriate task appraisal (both positive and negative) provides needed information about the quality of performance and allows learning to take place. Inappropriate personalized appraisal is uninformative of the individual's state of learning and performance. It detracts from performance and defines the individual as a person. The major impact of personalized appraisal is on the internal emotional state of individuals and on their conceptions of themselves. It can result in negative affect and self-image, if the definition is negative. Or it can result in positive affect and self-image if the definition is positive. It is our position that task appropriate appraisal enhances learning and performance and that this, in turn, will lead to feelings of adequacy and effectiveness and thus to satisfying emotional states and self-conceptions.

Now that we have discussed appraisal at some length, it should be evident that the analysis of appraisal is not the same as a consideration of the more popularly known concepts of "stereotyping," "prejudice," and "discrimination." These are handy labels for a variety of behaviors, but they do not illuminate the process underlying stereotyping or prejudice. The analysis of appraisal does articulate what this process is. At the same time, it is broader than steroeotyping and discrimination. Any judgment can be analyzed as to whether it is task- or person-based, and the appraisal need not use sterotypic traits or refer to the target person's category or group membership. Take the child who is learning to ride a bicycle and is told, "You're not like your brother." This appraisal relies neither on a cultural stereotype (such as women not being serious about their work) nor on a social category. Yet it is personalized, inappropriate, and uninformative about how one learns to ride a bicycle.

The analysis of appraisal is foremost a cognitive tool. It is the primary goal of this course to transmit this critical tool of thought to students. The concept of inappropriate personalized appraisal has long been recognized in philosophy as the logical fallacy embodied in ad hominem arguments and in the genetic fallacy. An example would be the claim that President Carter's energy plan is unsound because he is a southerner. Philosophers are mainly interested in the logic of arguments. The ad hominem quality is treated more broadly in this curriculum. We see it as reflected in appraisals in interpersonal interaction as well as in institutional and legal practices. It is hoped that students will:

- Learn to analyze appraisals.
- Recognize social consequences of appraisal to themselves and others.
- Learn to make appropriate appraisals.
- Become less confined by the social categories to which they themselves belong.
- Learn to treat others as individuals and on the basis of their actions rather than as members of a category.

The material treats appraisal as it occurs with respect to group membership. Two types of groupings prominent in our culture were selected. These are male/female gender and minority status based on racial or ethnic belonging. To underscore the similarity of the appraisal process across social categories, and to help students think objectively, the curriculum starts with a simulated society of flat-headed and round-headed people. Unit 1 explores the appraisal process in this society. Appraisal and category membership are treated on a more general level. These concepts are progressively tied to practices in our society.

Unit 2 covers appraisal as it is expressed in minority status. Historical background, economic conditions, personal experiences, and social

change are covered in a variety of exercises and readings. The purpose of this unit is not to give an exhaustive historical account of the minority experience, of economic conditions, or of legal changes. It is left to the individual teacher's discretion to expand and supplement the materials as needed or desired. Our goal is to cover the appraisal process, and the included materials are used to illustrate particular points.

Unit 3 covers appraisal with respect to female and male gender. It proceeds from personal experiences of appraisal to institutional practices and recent social and legal changes. Again, our aim was not to provide exhaustive treatments of any of these topics but to illustrate appraisal.

Unit 4 is a summary of concepts covered and a consideration of individual action that can be taken.

In general, each unit is designed to incorporate the different levels of appraisal discussed earlier. The first three units begin with appraisal as it occurs at the interpersonal level. This is demonstrated in dramatized form in two of the units by the two videotapes. The content of each of the three units proceeds to institutional practices and ends with societal changes. At each level students are asked to analyze the appraisal, to formulate appropriate appraisal, and to recognize the consequences of appraisal. A variety of in-class and out-of-class activities and reading selections are provided. The course ends with a review and application of the concepts to students' own lives. It is hoped that students' knowledge and personal lives will be enriched through the recognition and growth beyond category boundaries within their own lives and through a fuller understanding and realization of their own capabilities

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Note: For a more comprehensive review and discussion of the inconclusive results of reinforcement, see Harold W. Stevenson, Children's Learning. New York: Appleton-Century-Crofts, 1972.

Discussions of the effectiveness of the use of reinforcement in learning, rather than the value, can be found in the following publications:

- *Paul S. Spear and Sara Allen Spear, "Social Reinforcement, Discrimination Learning, and Retention in Children." Developmental Psychology 7, 1972, p. 220.*
- *Paul S. Spear, "Motivational Effects of Praise and Criticism on Children's Learning." Developmental Psychology 3, 1970, pp. 124-132.*
- *Martin E. P. Seligman, Helplessness. San Francisco: W. H. Freeman, 1975.*

Materials

The complete set of materials for Competence Is for Everyone, upper level, includes:

- Student texts, Units 1-4.
- Four teacher's guides, one for each unit.
- Two videotapes with discussion guides: "The Rise of Rolag" and "Judge Me, Not My Shell."
- Gender and the Conditions of Learning, a collection of background readings.

Materials are designed so that components can be used independently of each other:

- The videotapes can be used independently of the text. The accompanying discussion guides contain discussion questions for each tape.
- Gender and the Conditions of Learning can also be used independently. It treats several broader questions bearing on competence including: the socialization of females and males by parents and schools; the presentation of males and females in the media and in textbooks; and the nature of sex differences and underlying processes.

UNIT 1:

DIFFERENT PEOPLE

INTRODUCTION

Appraisal with respect to group membership is introduced through a simulation of the process. A social situation is created in which individuals enact the behavior of interest. In our case, this is appraisal. To help us gain distance and perspective and to allow objective thinking, we have created a society in which individuals are categorized on the basis of an attribute that is unimportant in our culture. These are Galors, who have round heads and are the superior citizens, and Rolags, the second-class citizens, whose heads are flat. The interaction between Galor and Rolag is enacted by human-size puppets in the videotape, "The Rise of Rolag." Appraisal is analyzed in discussion questions accompanying the videotape. Exercises are provided in which students are asked to identify person and task appraisal, generate examples of each, and learn to make appropriate appraisals.

This general treatment of appraisal in Chapter One is followed by a consideration of appraisals we make of ourselves and of others in Chapters Two and Three. The exercises in Chapter Two all ask the question, Who am I? What attributes and strengths do I have as a person? What activities do I enjoy or do well? What personal attributes and which activities do I prize? Our understanding of ourselves includes both personal attributes and activities. We see ourselves as being many things and as unique.

In Chapter Three students discover that appraisals of others also include personal attributes and activities. They also learn that people make different appraisals of the same individual. Usually, no two people make the same appraisal about a person. However, when individuals are identified as members of a category, we do make the same appraisals about people in that category. The categories "male" and "female" have many stereotypic attributes associated with them. We can easily name these and agree on most of them. This point is illustrated in the "Circle of the Sexes" exercise. Students also are asked to practice task-based and person-based appraisals through role play and through identifying types of appraisals in cartoons.

A review of appraisal and category membership is recommended in Chapter Four through the viewing of the film, "Eye of the Storm."* The film treats the experiment conducted by an Iowa school teacher in which she divided her class into blue-eyed and brown-eyed children. Each group has a turn at being superior and privileged. Their treatment of each other, the consequences of their status for their performance, feelings, and self-esteem are portrayed in excellent detail. The concept of false generalization is introduced in the exercise series, "Specific to General." False generalizations help to generate stereotypic attributes for a category of people.

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*This film is not provided. For ordering information see page 42.

This unit ends with a consideration of categories in our society. A game, "Appraisal Charades," is provided as an entertaining review of appraisal. The concept of multiple categories is introduced in the "Category Game." Students are asked to constitute themselves into as many dichotomous groupings as possible. This should foster the understanding that we all belong to many categories. However, we have much more to say about some categories than others. We have selected categories such as male/female, black/white, and emphasized them in our culture. The chapter concludes with a discussion of categories in our society and how individuals in these groups are treated by members of our society.

CHAPTER 1

WHAT IS APPRAISAL?

In his autobiography Malcolm X describes what it was like for a Black youth to grow up in a white community. He recounts one experience that was particularly important in shaping the course of his life. Malcolm was a top student while at school. One day one of his teachers asked him what career he planned to pursue. Malcolm answered that he wanted to be a lawyer. The teacher was surprised and advised Malcolm that this was not a realistic goal for a Black person. Carpentry would be much more suitable for his station in life.

Let us look at a second example. Nancy always liked to solve mathematical problems. Her parents, although poor, encouraged and supported her in her efforts to become a mathematician. Years of study and substantial financial expenses were required for her college education. Nancy graduated with high distinction. When she went to her first job interview, she was asked whether she was really serious about mathematics. The interviewer thought that women were not really serious about their work.

On what basis did the teacher and the interviewer make their judgments? Did they base them on the quality of the work done by Malcolm or Nancy or did they base them on other criteria? Clearly the judgments were based on the fact that Malcolm was Black and Nancy was a female, and on beliefs we hold about people in these categories. The actual performance was not taken into account. The advice Malcolm received was not based on his excellent scholastic achievements. He was told he was Black and because of this, only certain things were suitable for him to do. Likewise, the employer did not assess Nancy's training and ability as a mathematician. Instead, he assessed her as "not serious" and as "female."

What were the consequences of such judgments? In the case of Malcolm X, he became discouraged and dropped out of school at the age of fourteen. In the case of Nancy, she obtained employment as a semi-skilled laboratory assistant.

We will call the judgments that Malcolm and Nancy received <u>person appraisals</u>. They are based on <u>who</u> a person is rather than on what an individual is doing.

What appraisals did other individuals in the case of Malcolm X and Nancy receive? Let us consider Nancy's case. She found that all the other applicants for the position were males. The employer was not concerned about how "serious" they were or about the fact that they were males. Instead, he carefully examined their applications and considered

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*Throughout this guide, pages that duplicate the student material are labeled "student text" and give the student page number.

the training and experience they had in mathematics. In this case, the employer was directly concerned with the performance of the applicants. We will call such judgments task appraisals.

How can the situation be corrected for Malcolm or Nancy? In Malcolm's case, the teacher should have given advice that was based on Malcolm's performance in school. Such task appraisal would have been appropriate. In the case of Nancy, it would have been appropriate to examine her application for the training, experience, and ability she had in mathematics and to reject or accept her application on this basis. Instead, both Malcolm and Nancy received person appraisals that were inappropriate for judging the quality of their work.

We all make appraisals. These may or may not be associated with an obvious social category like being Black or female. Our appraisals are about the kind of person someone is. These are person appraisals. Can you think of some examples? You might be told that you are a "troublemaker," are pretty, or look different from others. These appraisals tell us who we are. Our appraisals are also about how well someone does a job. These are task appraisals. For example, you might be told that your writing needs improvement, that you run very fast, or that your science project turned out very well. These appraisals tell us how well we do things. They give us information which can help us improve in our work.

Sometimes person and task appraisals become confused. This happens in situations where performance is assessed but the assessment is based on characteristics of the person rather than on the quality of the performance. The assessment is inappropriate to the situation.

Let us look at some examples that you might have experienced:

1. You are having trouble with your math homework and you ask a friend for some help. Your friend says, "You're so dumb!"

2. You have fallen off your bike and skinned your knee badly. Your buddy says, "Why are you always so clumsy?"

3. You have just won a race and your aunt says, "My, you have such beautiful hair!"

In each of these examples the comment is about the person. You are "dumb," "clumsy," "have beautiful hair." The comments are not about what you have done or said, and they do not help you. You want comments on what you have done. You want task appraisals. The comments do not fit the situation and are not appropriate. They do not help you learn and improve what you are doing. Instead, they are confusing and make you feel badly.

Let us look at the examples again. The comments are changed to appropriate task appraisals. How do these comments help you in what you are doing? How do you feel about yourself in each example?

1. You are having trouble with your math homework. Your friend tells you: "I think you need to work on fractions. Let's start here. The rest will be easy."

2. You have fallen off your bike and skinned your knee. Your buddy says, "You went too fast over that curb."

3. You have just won a race. Your aunt says: "Congratulations! You always get such a good start that you are sure to win."

Now the appraisals give you information about where you need to improve and where you are doing well. You feel like you can do something about your problem. Notice that both positive and negative task appraisals are necessary and important. What causes problems is person appraisals in these situations.

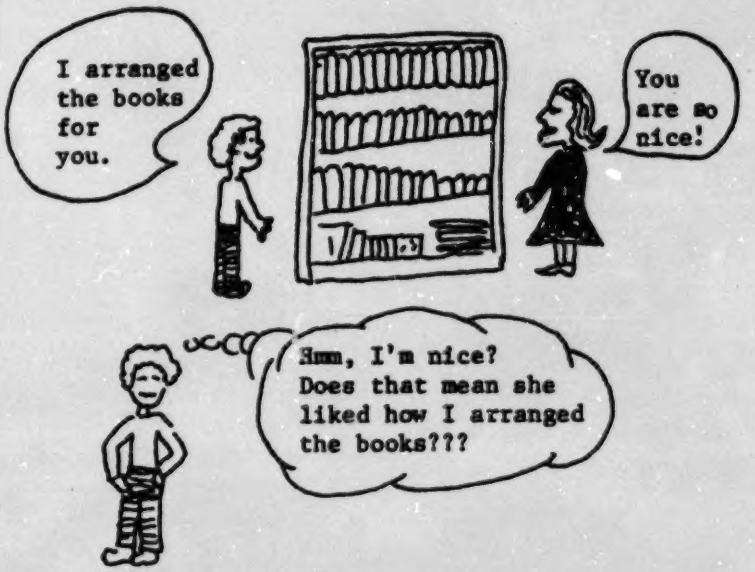
Look at the drawings on the next page. Notice how people are able to work and how they feel when they get task appraisals. What happens when people get person appraisals?

Note to teacher: After students discuss the drawings on the next page, show the videotape "The Rise of Rolag" and discuss questions on the accompanying worksheet.

POSITIVE TASK APPRAISAL

I made this drawing.
Your drawing is excellent!
I'll make some more drawings.
I might not be good at math but I have some art ability.

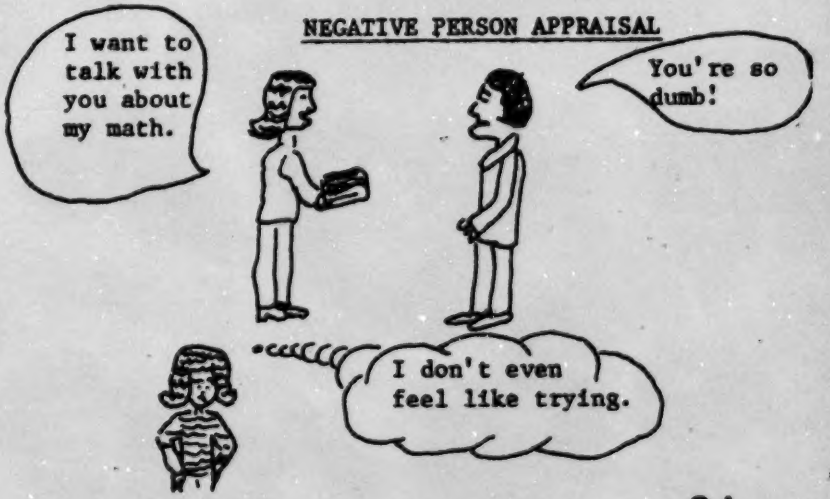
POSITIVE PERSON APPRAISAL



NEGATIVE TASK APPRAISAL

I made this drawing.
You blended the colors nicely, but your lines are too heavy
Well, I know how I can improve my next picture.

NEGATIVE PERSON APPRAISAL



Teacher's Worksheet for Identifying Person and Task Appraisals

This exercise provides practice in the identification of person and task appraisal statements.

Procedure:

Write a (P) in front of the person statements. Write a (T) in front of the task statements.

P	You are so lazy!
T	Your addition is wrong in this problem.
P	My piano teacher is very nice.
T	The cards you put in alphabetical order are all correct.
T	You forgot to identify the rivers on this map.
P	I don't understand why you are always so forgetful.
T	When you wrote this story, you put all the commas in the proper places.
P	That new boy is really cool!
P	He is a happy person.
T	My sister scored twenty points in the basketball game.
P	Why are you such a troublemaker?
T	Your report included all of the important points.
T	Jane ran faster this time than she ever has before.
T	Billy baked some delicious cookies today.
T	The colors you used in your painting are beautiful.
P	Don't be such a slowpoke!
P	My little brother is a spoiled brat.
T	Your penmanship on this paper is sloppy.

Writing Person and Task Appraisals

This exercise provides practice in constructing your own appraisal statements.

Procedure:

Write several examples of each kind of appraisal statement.

	PERSON STATEMENTS	TASK STATEMENTS
POSITIVE STATEMENTS	Example: Ben is a very bright boy.	Example: Ben reads faster than most boys his age.
NEGATIVE STATEMENTS	Example: George is so clumsy that he bumped right into me!	Example: George wasn't watching where he was going and he bumped right into me!

Appraisal Repair: Changing Person Appraisals to Task Appraisals

This exercise provides practice in changing person appraisal into task appraisal.

Procedure:

Make each of the person statements listed below into more helpful task statements.

PERSON STATEMENTS	TASK STATEMENTS
Example: Can't you be nice once in a while?	Example: Can't you share your things with me once in a while?
1. Cheryl is a nice person.	
2. You're not very artistic, are you?	
3. Johnny is no fun to be around.	
4. My sister is a slob.	
5. Ms. Franklin is a good teacher.	
6. I think Mr. Smith is grouchy.	
7. He was the worst person in the group.	
8. She was the star of the game.	
9. Your little brother is a darling!	
10. Joan is a real oddball.	

CHAPTER 2

WHO AM I?*

Ask yourself the question: "Who am I?" How would you answer this question? What things would you list to describe yourself? You might say that you are tall, skinny, like playing ball, and are a good writer. This list includes things about who you are (tall and skinny) and about what you do (play ball and write well). The list also will include many other things.

Suppose other students in your class also make a list of who they are. You decide to compare your list with all the other lists. Will these lists look like you list? Will others list the same things about themselves that you have listed? Probably not. You will find that the lists are quite different. People see themselves as different from others and as unique. The exercises in this chapter help us understand that each person has many different qualities and that each person is different from other individuals.

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*The "Who Am I" exercises that appear here are adapted from Intervention Strategies for Changing Sex-Role Stereotypes, by Eileen T. Nickerson, Randi Dorn, Binnie Gun, Anne S. Nash, Jeanne Speizer, and Mardy K. Wasserman. Copyright © 1975 by the authors. Used with permission.

Teacher's Worksheet for Who Am I?

This exercise helps students identify the personal characteristics and activities which describe their understanding of themselves.

Procedure:

1. Have students fill in the "Who Am I?" grid.

2. When everyone has completed the form, have students note whether their statements are person- or task-based by putting a (P) or (T) in the box provided at the right.

3. Do an informal survey of the number of person-based statements and task-based statements that students have made. Try to answer the questions: (a) Do we tend to think of ourselves in terms of personality, possessions, and looks or in terms of abilities and skills? (b) Was it hard or easy to think of eight different things to say about yourself? Do we seem to think of ourselves as one single thing or as many different things?

4. Have the students select five of their eight "Who Am I?" statements and write them down on the "Who Am I: When and Where?" form. Have students think of one situation in which it would be <u>appropriate</u> for someone to comment on this particular aspect of the "self," and one situation in which it would be <u>inappropriate</u> to do so.

5. After students have completed the written part of this exercise, have them share their best and funniest inappropriate situations with the class. Have them role play their situations, making both appropriate and inappropriate appraisals.

6. Discuss how the various appraisals made during the role playing might affect the individual's performance in that situation.

Who Am I?

Think about the question "Who am I?" Give eight different answers that describe who you are. Your answers may include:

1. Your activities and responsibilities.
2. Groups to which you belong.
3. Physical qualities or personality traits.
4. Feelings or beliefs that you have.
5. Anything else which you think is really important to your sense of "being you."

1	
2	
3	
4	
5	
6	
7	
8	

Who Am I: When and Where?

"Who Am I" Statement		Appropriate Situation	Inappropriate Situation
Examples:			
I'm a good baseball player.		During a baseball game.	During a math exam.
I make delicious desserts.		Planning a menu.	Planning a science project.
I have a good sense of humor.		After cracking a joke.	After losing a fifty-yard dash.
1			
2			
3			
4			
5			

Teacher's Worksheet for Personal Coat of Arms

This is a variation of the "Who Am I?" exercise. Students are asked to describe themselves in terms of their strengths and capabilities.

Procedure:

Have students turn to their Personal Coat of Arms worksheet. Then read the questions below, one at a time. For each question have the students respond by drawing representative pictures or symbols in an area of the Coat of Arms.

Area (1): Name one activity you enjoy.

Area (2): What subject are you best at in school?

Area (3): What is your one greatest achievement to date?

Area (4): Of all the things you own, which do you care about most?

Area (5): Which one of your traits or characteristics do your friends like most?

Area (6): Name one achievement or accomplishment that you hope to achieve during your life.

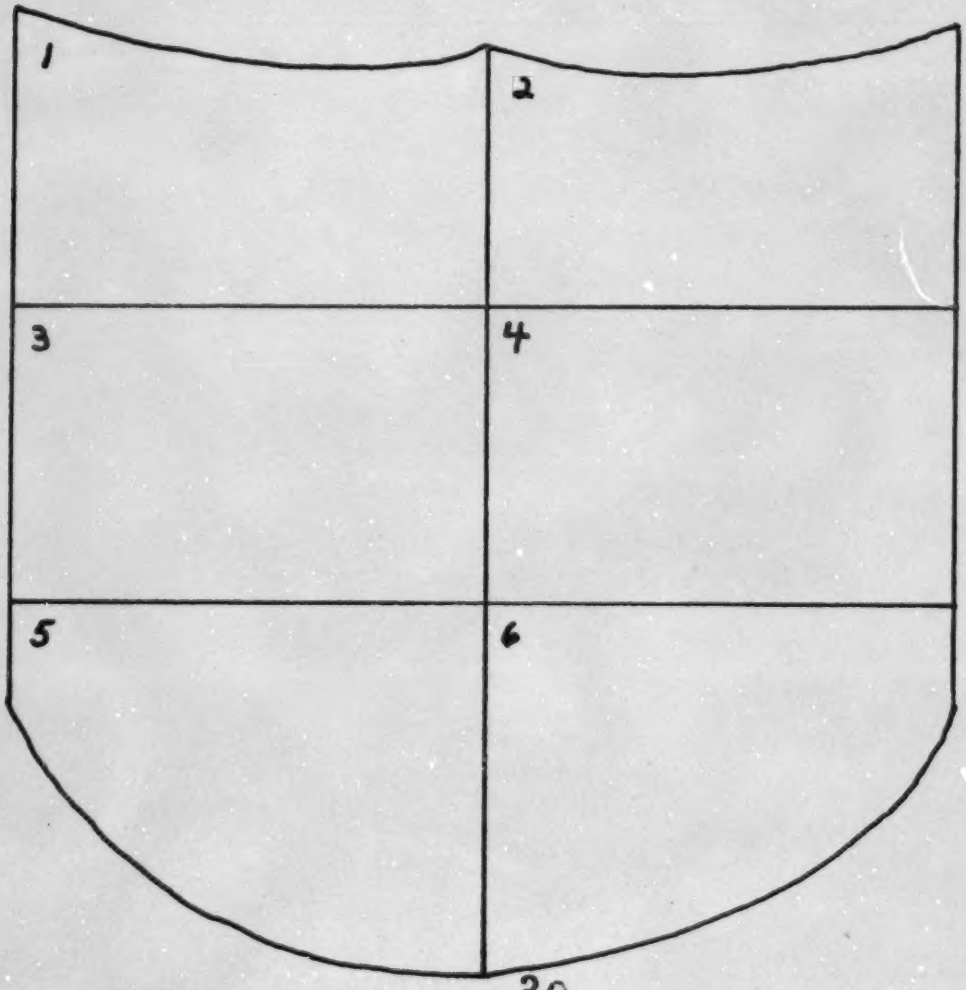
After each student has completed the Personal Coat of Arms, have the students as a group discuss:

1. Which question was the easiest to answer? Why?
2. Which question was the most difficult to answer? Why?
3. Would it have been easier to answer these questions about someone else instead of about yourself? Why?
4. Do you feel you learned anything new about yourself by completing this exercise?

Personal Coat of Arms*

Fill in your personal coat of arms. In the numbered spaces, draw:

1. An activity you enjoy.
2. A subject you are best at in school.
3. Your greatest achievement to date.
4. Of all the things you own, the thing you care about most.
5. A trait or characteristic about you that your friends like most.
6. An achievement that you hope to reach during your life.



*Adapted from Values Clarification: A Handbook of Practical Strategies for Teachers and Students, by Sidney B. Simon, Leland W. Howe, and Howard Kirschenbaum. Copyright 1972 Hart Publishing Company, Inc. Used with permission.

Teacher's Worksheet for Appraising Myself

The content of this exercise also asks the question "Who Am I?" Students are asked to identify in a drawing an aspect of themselves that is important to them. They are asked to share this with others and to make task appraisals.

Procedure:

1. Instruct students to draw a picture (using stick figures) indicating an essential part of themselves they wish to share with others.

2. The teacher or other students then can be asked to label or describe the picture.

3. The student can tell why it is important to him or her to be known for this quality. For example,

John is a musician.

4. Have the students make a task appraisal of themselves as portrayed and labeled in the stick figure. For example, John learned to play a difficult piece of music this week.

Truly My Own*

I think if I searched a thousand lands
and twice the number in rainbows,
I'd never find one human being
who chose the things that I chose
a person who wanted the things I wanted
or sought what I sought to be.

I'd never find one human being
like or comparison to me
and if I traveled seven seas
I still would be alone
for there is no one who things like me
for my dreams are truly my own.

-- Vanessa Howard
Age 13

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*From The Voice of the Children, collected by June Jordan and Terri Bush. Copyright © 1968, 1969, 1970 by The Voice of the Children, Inc. Reprinted by permission of Holt, Rinehart, and Winston, publishers.

CHAPTER 3

WHO ARE YOU?

What if you were asked to describe another person. What would you say about this person? What things would best describe the person? You might notice that the individual is short, has brown hair, paints well and is good in math. This list includes things about who that person is (short, has brown hair) and what this person does (paints, does math well). Many more things could be said about this person.

Suppose all people in your class are asked to describe the same person. They all make a list of things about this person. What would happen if we compared the lists? Will the lists be the same? Will everyone say the same thing about this person? The answer is no. The lists will be different. People notice different things about the same person.

Sometimes we do see people as all alike. Ask yourself, "What are girls like? What are boys like?" Think about your answer for girls and for boys. You will see that it is easy to describe all girls in the same way. It is also easy to give a description of all boys. We see people in the same way when they belong to a category, such as male or female. When we do this, we are stereotyping people.

We have learned a great deal about appraisal, about appraising ourselves and others, and about appraising people in categories. Let us see if we can learn how to make appropriate task appraisals.

Teacher's Worksheet for Appraising Others

This exercise provides practice in making appraisals of other people. It illustrates that not all people appraise the same person in the same way.

Procedure:

1. Divide the class into groups of seven or eight. Ask one of the students to act as a "model" in each group.

2. Have the other students draw a picture (using stick figures) to show what they consider to be the most essential quality of the "model" student, and write a label explaining the picture.

Pretty Susan

Tom, the gardener

3. Each group should discuss the pictures they have made with the class. Ask the following questions:

   a. Do all individuals appraise the same person in the same way?

   b. Is the "model" best represented by one stick figure drawing or is more than one necessary to show who this person is?

   c. Do we focus on person-centered qualities (happy, pretty, tall) or on what people do (good ball player, poor at math)?

Teacher's Worksheet for Circle of the Sexes*

This classroom exercise provides an introduction to appraisal of people in a social category. Many stereotypes are associated with such a category. People in a category are seen as all alike because they share stereotypic qualities. One of the most pervasive categories in our society is male and female gender. Because of stereotypes, we make similar appraisals about what females are like and about what males are like.

Procedure:

1. Have the female students sit in a circle and the male students sit in an outer circle around them.

2. Have each male student select a female student to observe, watching both verbal and nonverbal communication. Males may not say anything while the females are talking.

3. Have the female students discuss the following:

   a. What they like about males.

   b. What they don't like about males.

4. When the female students are done, have each male describe what the female he was watching said (verbally) and did (nonverbally--motions, facial expression, voice tone, etc.). The female students may not say anything while the male students are discussing them.

5. Reverse everything, so that the males are in the center circle discussing what they like and don't like about females.

6. After the second process is completed, have a group discussion about what has gone on. Make a list of at least five general appraisals that females made of males and that males made of females. For example,

The Females Say Males:	The Males Say Females:
Are rough and loud	Are weak
Are inconsiderate	Try to be cool
Are confident	Giggle too much
Are conceited	Flirt
Are smart with mechanical things	Are willing to help
Crack funny jokes	Can cook good food

7. Go down the first list and see if each appraisal applies to every male in the class. Does it apply to any of the females? Do the same for the second list. Help students realize that statements about a category of people, like "female" or "male," almost never fit all the individuals in that category.

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*Adapted from The Emma Willard Task Force on Education, Sexism in Education, 3rd ed. rev. Copyright © 1973 by The Emma Willard Task Force on Education. Used with permission.

Teacher's Worksheet for Appraisal Role Play

This exercise introduces the idea that inappropriate person appraisals do not promote learning or feelings of self-esteem.

Procedure:

Draw the appraisal chart shown in Chapter One on the blackboard.

	Person	Task
Positive		
Negative	x	

1. Ask two students to form a team of appraiser-appraisee.

2. Ask the appraisee to describe an experience he or she has had, such as a camping trip, gardening, building a kite, etc.

3. While the appraisee is talking, ask the appraiser to make comments using only negative person appraisals. The following possible dialogue might occur:

Appraisee: I was building a kite the other day and it started to rain.

Appraiser: You sure are dumb, building a kite when it's raining.

Appraisee: I had really good wood for it.

Appraiser: You're a girl. What are you doing with wood anyhow?

Appraisee: Well, I don't know. My father had it . . . .

4. Discuss how the appraisal affects the appraisee. Consider how self-esteem and skills might be affected by many negative person appraisals.

5. Ask a second pair of students to form a team of appraiser-appraisee. Ask the appraiser to make only task appraisals. Discuss the effects of this appraisal on performance and self-concept.

6. Remember that the critical distinction is not between positive or negative appraisal but between <u>person</u> and <u>task</u> appraisal. Positive person appraisal can be as useless as negative person appraisal.

Identifying Appraisals in Cartoons

This exercise is designed to provide practice in recognizing task and person appraisals in cartoons.

Procedure:

An example of an analyzed cartoon is provided.

1. Write out the statement (or statements) which expresses appraisal.
2. Decide whether it is a person or task appraisal.
3. Tell whether the appraisal was appropriate or inappropriate and why.

Example:

Cartoon Number: 1

Appraisal Statement: "What do girls know about cars?"

Person or Task: Person

Appropriate or Inappropriate: Inappropriate

To see if someone knows how to fix a car, we have to let that person fix the car. Then we can judge if the person knows anything about cars. Being a boy does not mean that the boy can fix a car. Being a girl does not mean that the girl cannot fix a car.

Teacher's Worksheet for Identifying Appraisals in Cartoons

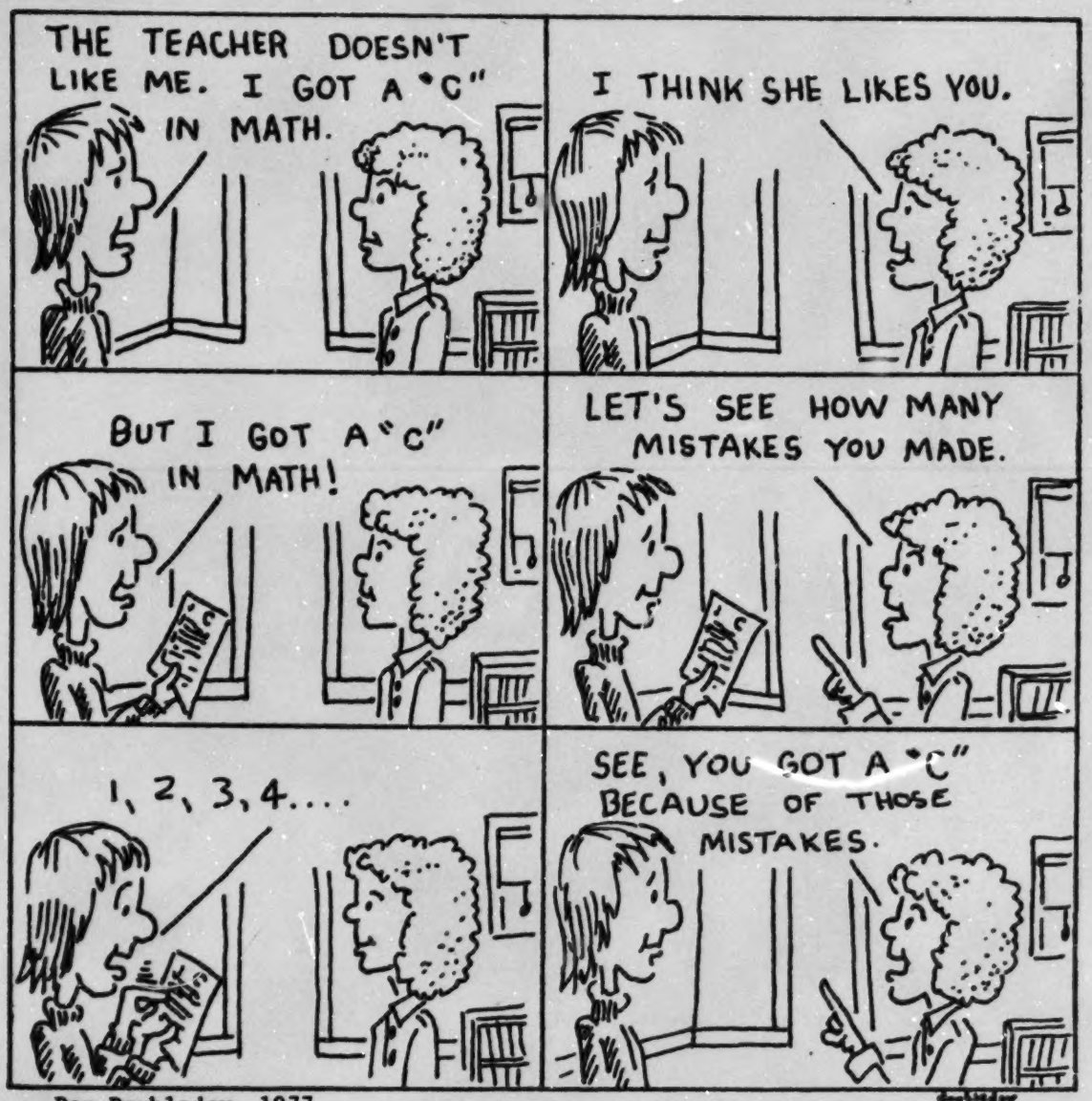
Cartoon	Statement	Type of Appraisal	Appropriateness
#2	"The teacher doesn't like me."	Person	Inappropriate. The person received a "C" in math because of his errors.
#3	"The teacher said it lacked imagination and gave you a C- on it."	Task	Inappropriate. It was a note of excuse, not a creative writing exercise.
#4	"I'll bet Beethoven really wasn't so great. I'll bet he didn't even have any friends." (etc.)	Person	Inappropriate. Beethoven was a great musician, whether or not he had friends, or played golf with them.
#5	"I had a grandmother who was kind of cute."	Person	Inappropriate. Unless we are talking about a woman so beautiful that she changed the course of the world, even being "cute" isn't any reason to be included in a study of history.
#6	"All he ever compliments me on is my work."	Task	Inappropriate. The appraisal is appropriate about work, but not about liking someone as a person. The character wants comments that tell her she is liked as a person.
#7	"Too bad you won't be able to offer me any competition on the court."	Person	Inappropriate. A tennis match is won not through good looks but through good skills in tennis.
#8	"Mr. King looked stunning in his mohair suit ...." "Mr. Taylor turned heads with skin-tight socks."	Person	Inappropriate. The president of the university and his assistant are opening a new art gallery. The report has nothing to say about this event. It only describes the appearance of the two men.

#1

THIS CAR HAS ME DING-DONG!
EVERY TIME I HAVE AN IMPORTANT APPOINTMENT IT REFUSES TO RUN!
WHY NOT LET ME HAVE A CRACK AT IT, ARCH?
THAT'S THE SILLIEST THING I EVER HEARD!
WHAT DO GIRLS KNOW ABOUT CARS?

© 1975, Close-Up, Inc.

#2


THE TEACHER DOESN'T LIKE ME. I GOT A "C" IN MATH.
I THINK SHE LIKES YOU.
BUT I GOT A "C" IN MATH!
LET'S SEE HOW MANY MISTAKES YOU MADE.
1, 2, 3, 4....
SEE, YOU GOT A "C" BECAUSE OF THOSE MISTAKES.

Don Doubleday, 1977

#3

YOU KNOW THAT NOTE YOU WROTE EXPLAINING WHY I WAS LATE FOR SCHOOL?
YES.
THE TEACHER SAID IT LACKED IMAGINATION AND GAVE YOU A "C-" ON IT!
HI AND LOIS

© King Features Syndicate, Inc., 1977

#4

BEETHOVEN! ALWAYS BEETHOVEN!
I'LL BET BEETHOVEN REALLY WASN'T SO GREAT! I'LL BET HE DIDN'T EVEN HAVE ANY FRIENDS!
PEOPLE AREN'T FRIENDS UNLESS THEY PLAY GOLF TOGETHER! DID YOU EVER HEAR OF BEETHOVEN PLAYING GOLF WITH HIS FRIENDS? NO, YOU DIDN'T!
WHAT DO YOU MEAN, HE DIDN'T HAVE ANY FRIENDS?
JUST WHAT I SAID!
I CAN'T STAND IT! I JUST CAN'T STAND IT!
YOU NEVER READ ABOUT HIM PLAYING GOLF WITH HIS FRIENDS, DO YOU? HUH? DO YOU?! IF HE HAD SO MANY FRIENDS, WHY DIDN'T HE PLAY GOLF WITH THEM?
I WONDER IF LEONARD BERNSTEIN PLAYS GOLF WITH HIS FRIENDS?

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#5

MA'AM?
HOW COME WE'VE ONLY BEEN STUDYING ABOUT MEN IN HISTORY?
AREN'T WE GOING TO STUDY ABOUT WOMEN?
I HAD A GRANDMOTHER WHO WAS KIND OF CUTE!

© 1976 United Feature Syndicate, Inc.

#6

OH, GOSH!! SAME OLD GRIND EVERY DAY!! NOTHING NEW EVER HAPPENS! GUESS I'LL GO OUT TO LUNCH!!
WELL, WELL, THINK OF MEETING YOU, MISS TALON! GOSH, IT'S FOUR MONTHS SINCE I SAW YOU! ARE YOU WORKING?
YES WINNIE, I'VE GOT A DANDY JOB! I'M SECRETARY TO MR. McKENNA OF THE McKENNA RUBBER HAMMER COMPANY!
OH, THAT'S FINE! DOES YOUR BOSS LIKE YOU??
WELL, I'M THERE THREE MONTHS NOW, BUT I DON'T THINK MY BOSS LIKES ME A BIT —
ALL HE EVER COMPLIMENTS ME ON — IS MY WORK!!
?!
BRADLEY

#7

© 1975 Archie Comic Publications

#8

Memo to the Publisher:
When are we going to get a comics page?
THANKS FOR COVERING THE CEREMONY, NICHOLE. YOU HELPED ME OUT OF A REAL JAM
GLAD TO DO IT, MIKE.
STICK AROUND FOR A SECOND WHILE I PROOFREAD YOUR ARTICLE, O.K.?
O.K....I THINK YOU'LL LIKE IT. EVEN THOUGH I'M JUST A WOMAN, I WROTE IT WITH THE SAME SENSITIVITY ONE FINDS IN YOUR OWN PROSE!
...HMM.. WE'LL SEE... "TODAY PRESIDENT KING AND SPECIAL ASSISTANT CHUCK TAYLOR PRESIDED OVER THE PRESENTATION OF THE NEW UNIVERSITY ART GALLERY."
"MR. KING, THE PERT FATHER OF THREE, LOOKED STUNNING IN HIS PROVOCATIVE MOHAIR SUIT AS HE FLASHED A SMILE AT NEARBY ADMIRERS."
"MR. TAYLOR, THE HUSBAND OF MRS. CHARLES TAYLOR, AND STILL A SVELTE, FIRM 30-32-30, TURNED MORE THAN ONE HEAD WITH HIS SHEER, SKIN-TIGHT SOCKS. CHUCK, A SPECIAL ASSISTANT, IS A FORMER BRUNETTE."
YOU'RE TRYING TO MAKE A POINT HERE, AREN'T YOU?

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CHAPTER 4

WHAT COLOR ARE YOUR EYES?

We have spent several days discussing how we make judgments about ourselves and about others. We have talked about the importance of making task appraisals. We have also discussed how person appraisals can affect our feelings and our performance.

We have seen that sometimes we make stereotyped appraisals about a category of people, such as "males" or "females." We saw that sometimes these statements are inaccurate when we apply them to specific individuals. A statement that boys are loud does not describe all boys. We also found that the reverse is true. You cannot make a statement about one girl and expect it to be true of all girls. Just because Susan likes ice cream does not mean that all girls like ice cream.

What is it like to belong to a category? A teacher in Iowa tried to answer this question with her class.* The teacher and students decided to try an experiment. They divided the class into students who had blue eyes and those who had brown eyes. The blue-eyed group was the superior group and was given special treatment. Brown-eyed students were inferior. They were given no special privileges. What judgments are made about students with blue eyes? How do they feel about themselves? What about brown-eyed students. How do they feel? Are they able to learn as well?

In our society we often create categories that are based on a physical characteristic, such as being tall or short. We make stereotyped appraisals because people belong to such a category.

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*A film of this experiment, entitled "Eye of the Storm," can be obtained from Xerox Education Publications, 245 Long Hill Road, Middletown, Connecticut 06457. Telephone: (203) 347-7251.

Teacher's Worksheet for "Eye of the Storm"

1. Focus discussion on the criteria, development, and maintenance of an appraisal system.
   a. Do the children in the film seem to accept the appraisal system readily?
   b. Is the appraisal system arbitrary? Could the teacher have used hair color instead of eye color?
   c. Does it affect everybody in the class?
   d. Does it promote communication and sharing?
2. What is it like to be a member of the "inferior" group?
   a. Does it affect how you feel about yourself?
   b. Do you feel helpless?
   c. Does it help you to show your "best self"?
   d. Does it affect how others feel about you?
   e. Does it affect your opportunities?
   f. Does it affect your learning? Your work?
   g. Does it affect your relationships?
3. What is it like to be a member of the "superior" group?
   a. Is it fun?
   b. Do you feel powerful?
   c. Do you feel good about yourself?
   d. Does it allow you to show your best self?
   e. Does it give you advantages?
   f. Do you learn better? Work better?
4. Can the situation be changed? By the teacher? By the students?
5. Is the appraisal system set up in the film a task- or person-based system?

Teacher's Worksheet for
From Specific to General: Drawing False Conclusions

This exercise provides an introduction to one of the key processes in the initiation and maintenance of stereotypes: inappropriate generalization from a specific instance to a larger category.

Procedure:

1. Have students write five "task statements" and five "person statements" about themselves (or about a friend, if desired) in the proper columns of the "Specific to General" worksheet.

2. Have students draw a general conclusion about a category of people based on their single observation. (See worksheet on the next page for examples.)

3. If desired, students may share some of their funniest "false conclusions" with the rest of the class.

4. Ask students if they think this kind of thing ever goes on in real life. See if they can think of some examples of this process. If they have trouble, suggest that they start by identifying some commonly held stereotypes. If desired, these can be taken from the "Circle of the Sexes" exercise, if it has been completed. Then have them think about how such a stereotyped belief might actually be maintained through just a few observations.

5. Ask students to discuss how they might feel and act if someone judged them on the basis of category statements like those in the third column.

Specific to General: How We Sometimes Draw False Conclusions

This is true . . .		and this is true . . .		but is this true?
Task Statements	+	Person Statements	⇨	Category Statements
I play tennis well.		I'm a blonde.		All blondes play tennis well.
I'm good at math.		I'm a girl scout.		All girl scouts are good at math.
I can't carry a tune.		I'm a Methodist.		Methodists can't carry a tune.
I can't cook well.		I'm tall.		Tall people cannot cook well.
I can ride a horse.		I'm a fifth grader.		All fifth graders can ride horses.

Specific to General: How We Sometimes Draw False Conclusions (cont.)

Make up your own examples of false conclusions.

This is true . . .		and this is true . . .	but is this true?
Task Statements	+	Person Statements	⇨ Category Statements
1.			
2.			
3.			
4.			
5.			

CHAPTER 5

CATEGORIES IN OUR SOCIETY

What categories of people are there in your classroom? Can you think of some examples? There probably are tall students and short students in your class. Another category might be people with dark hair and those with light hair. Does it matter to you if someone has dark hair? Probably not. You probably have friends who have dark hair. You also have friends who have light hair. However, some categories do matter to you. Can you think of examples?

What about categories in our society? Are there groups of people whom we prefer? Are there groups whom we treat as "different"? Read the examples about Shirley Chisholm and Snoopy's friend, Woodstock. What category are they in? How are they treated? What do they do?

Teacher's Worksheet for Appraisal Charades

This classroom exercise provides further practice in the recognition and making of person and task appraisals in the form of a game.

Procedure:

1. Pass out a card labeled either "Task Appraiser" or "Person Appraiser" to each student. The label is to remain hidden from all other students, except the owner of the card.

2. Choose a volunteer to go to the front of the room and act out something that he or she would like to be able to do very well.

3. Have other students in the class make appraisal statements about the performance. These statements should be person- or task-based judgments, according to the card the student has received.

4. After each statement is made, the rest of the class must guess whether that person was a "Task Appraiser" or a "Person Appraiser."

5. The game can continue with new volunteers for charades until everyone's identity as a "Task Appraiser" or "Person Appraiser" is known. To continue the game beyond this point, the cards can be reshuffled and redistributed.

Teacher's Worksheet for the Category Game

In this exercise students will apply the concept of category membership to their classroom. It should help them realize that people belong to many categories. However, there are some categories that are more prominent in our culture. People in these categories are seen as homogeneous. Their uniqueness becomes obscured by the many attributes and stereotypes we have for people in such categories.

Procedure:

1. Ask students to think of ways in which they could divide the classroom into two groups. Make a list of the dichotomous groupings on the blackboard. List as many categories as possible.

   Examples:

Dark hair	- Light hair
Boys	- Girls
Names A-M	- Names N-Z
Likes reading better than math	- Likes math better than reading

2. Designate a section of the room for each of the groups in the first category (e.g., "All the people with dark hair go to the front of the room. All people with light hair go to the back of the room.") The students form groups in the appropriate sections of the room.

3. When everyone is in the right spot, assign the second category (e.g., "O.K. now, all boys up front; all girls down back.") The students must quickly regroup in the right spot, according to this category.

4. Repeat the process for all categories. Each time, give the student just barely enough time to move. (If desired, this exercise can be made into a game by stipulating that anyone who is not in the right spot at the end of a designated time period is "out" and must sit down.)

You might find the "game" unsuitable for your particular class. An alternate procedure could be to make a list of the dichotomous groupings on the blackboard. Ask the students to indicate which group they belong to through a show of hands. While doing this, ask students to focus on one other person and to see if that person will be in the same group as the individual student. Do this for the entire list of dichotomous groups that your class volunteered. Following the exercise, discuss these questions with the class:

1. Was there anyone else that was in all of the same groups that you were in? What does that tell us about people? This should foster the understanding that we all belong to many categories.

2. Go over the list and ask students to describe what the people in each category are like. What are dark-haired people like? What are light-haired people like? And so on. You will find that we do not have much to say about people in many categories. However, there are some categories about which we have a great deal to say. We seem to know what people in these categories are like. Examples of such categories are male and female, Black and white. We have selected these categories and emphasized them in our culture. We treat people in these categories as "all alike," as sharing the same traits. We forget that they have many other qualities that distinguish them from each other.

3. What might our society be like if some of the unimportant categories would become important in our society, such as dark hair and light hair, etc. You can engage students by simulating a society based on this attribute.

Teacher's Worksheet for Categories in Our Society

Students are asked to apply their understanding of category membership to our society.

Procedure:

1. Ask students to think of all the different groups that can be thought of as "discriminated against" in our society. Make a list on the board. Encourage students to be thoughtful, creative, and specific. The list should include such things as:

   Handicapped people
   Racial groups
   Ethnic groups
   Religious groups
   Low income groups
   Fat people/Skinny people
   Tall people/Short people
   Old people/Children
   Geographic/Regional groups

2. When these groups are discriminated against, are we making person or task appraisals?

3. Go over the list and identify some of the ways in which these groups are discriminated against. How are they treated by other people? How are they treated by institutions and society, such as employers, the government, etc. Examples:

Category	Personal Discrimination	Societal Discrimination
Physically handicapped	We sometimes act as if physically handicapped people are incapable of doing anything for themselves.	Lack of access ramps and elevators in public buildings.
Too fat/Too skinny	We make jokes about people who aren't just the right size and shape.	Trouble buying clothes that fit properly.

This exercise should become a creative "brainstorming" classroom discussion as students become more attuned to the hundreds of "little things" that make life more difficult for members of some of these categories.

4. Try to identify some of the ways in which our society has been trying to correct these problems. Discuss the importance and effectiveness of such things as:

   Group Consciousness Raising (Grey Panthers, Women's Movement, etc.), Public Service Announcements and other educational efforts, Legislative Action.

5. Discuss ways in which each individual can help in this effort. Be sure to point out the role of task-based appraisal in this process.

Teacher's Worksheet for Stereotype Awareness Exercise

This exercise is designed to demonstrate how easy it is for us to stereotype. It is to emphasize the necessity of basing our judgments on what people do rather than on what they look like.

Procedure:

1. Find a book with pictures of people in it. Any book will do. Find a picture of the following:

   a. a child

   b. an adult

   c. a male individual

   d. a female individual

   e. a black individual

   f. a white individual

2. Ask students to describe what a "child" is supposed to be like and what an "adult" is supposed to be like. Do the same with male and female, black and white. If desired, separate lists of the traits can be made for each category.

3. Discuss the fact that we can describe people in these categories without knowing anything about them. Our judgments are based on who they are. This creates many difficulties for everyone:

   a. We label people and thus remain ignorant about what people actually are like.

   b. We set expectations and thus limit the opportunities for their full development and growth.

   c. We put people in a bad position. They have to behave according to our label.

   d. If possible, return to the text in which you found the pictures and find out what the people in the illustrations actually did. Compare this with the traits that students assigned to each picture. Note: (1) how easy it was to assign the traits, (2) how much they varied from the actual activities of the person in the story, and (3) that to know a person means looking at what the person does.

Growing Up

Shirley Chisholm

Shirley Chisholm writes about the category of belonging to "short people." People's appraisals made it difficult for her to get a job when she graduated from college.

When I graduated in 1946, cum laude, I was nearly twenty-two but I looked sixteen or seventeen; I weighed about ninety pounds. It made job hunting hard. School after school turned me down, even as a teacher's aide; I didn't look old enough to teach, and most of my interviewers told me so. Day after day I stomped the streets. Finally I blew up at one nursery school director. "At least you could try me!" I exploded. "Put me on as a probationer! Give me a chance to show you! Give me a chance to find out whether I can do the job . . . don't judge me by my size." Mrs. Eula Hodges, director of the Mt. Calvary Child Care Center in Harlem, was persuaded. I worked there for seven years.

Even before I had finished my probation and become a full-fledged teacher's aide, I was sure that this was going to be my lifework. So, to be as well prepared as possible, I enrolled in Columbia University to work evenings for a master's degree in early childhood education. It was about then that I had my own early education in politics, in the toughest and most instructive school possible, New York City's old time clubhouses.*

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COMPETENCE IS FOR EVERYONE

Upper Level
Unit 1: Different People

Martha Whalen Kent and Dale Kent
with the assistance of
Lucy Betts and Joy A. Livingston

University of Vermont

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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CONTENTS

Chapter 1: What Is Appraisal? 1

Identifying Person and Task Appraisals 5
Writing Person and Task Appraisals 6
Appraisal Repair: Changing Person Appraisals to Task Appraisals . 7

Chapter 2: Who Am I? 8

Who Am I? 9
Who Am I: When and Where? 10
Personal Coat of Arms 11
Truly My Own 12

Chapter 3: Who Are You? 13

Identifying Appraisals in Cartoons 14
Cartoons 15

Chapter 4: What Color Are Your Eyes? 21

Specific to General: How We Sometimes Draw False Conclusions . . 22

Chapter 5: Categories in Our Society 24

Growing Up, by Shirley Chisholm 25

CHAPTER I

WHAT IS APPRAISAL?

In his autobiography Malcolm X describes what it was like for a Black youth to grow up in a white community. He recounts one experience that was particularly important in shaping the course of his life. Malcolm was a top student while at school. One day one of his teachers asked him what career he planned to pursue. Malcolm answered that he wanted to be a lawyer. The teacher was surprised and advised Malcolm that this was not a realistic goal for a Black person. Carpentry would be much more suitable for his station in life.

Let us look at a second example. Nancy always liked to solve mathematical problems. Her parents, although poor, encouraged and supported her in her efforts to become a mathematician. Years of study and substantial financial expenses were required for her college education. Nancy graduated with high distinction. When she went to her first job interview, she was asked whether she was really serious about mathematics. The interviewer thought that women were not really serious about their work.

On what basis did the teacher and the interviewer make their judgments? Did they base them on the quality of the work done by Malcolm or Nancy or did they base them on other criteria? Clearly the judgments were based on the fact that Malcolm was Black and Nancy was a female, and on beliefs we hold about people in these categories. The actual performance was not taken into account. The advice Malcolm received was not based on his excellent scholastic achievements. He was told he was Black and because of this, only certain things were suitable for him to do. Likewise, the employer did not assess Nancy's training and ability as a mathematician. Instead, he assessed her as "not serious" and as "female."

What were the consequences of such judgments? In the case of Malcolm X, he became discouraged and dropped out of school at the age of fourteen. In the case of Nancy, she obtained employment as a semi-skilled laboratory assistant.

We will call the judgments that Malcolm and Nancy received <u>person appraisals</u>. They are based on <u>who</u> a person is rather than on what an individual is doing.

What appraisals did other individuals in the case of Malcolm X and Nancy receive? Let us consider Nancy's case. She found that all the other applicants for the position were males. The employer was not concerned about how "serious" they were or about the fact that they were males. Instead, he carefully examined their applications and considered the training and experience they had in mathematics. In this case, the employer was directly concerned with the performance of the applicants. We will call such judgments <u>task appraisals</u>.

How can the situation be corrected for Malcolm or Nancy? In Malcolm's case, the teacher should have given advice that was based

on Malcolm's performance in school. Such task appraisal would have been appropriate. In the case of Nancy, it would have been appropriate to examine her application for the training, experience, and ability she had in mathematics and to reject or accept her application on this basis. Instead, both Malcolm and Nancy received person appraisals that were inappropriate for judging the quality of their work.

We all make appraisals. These may or may not be associated with an obvious social category like being Black or female. Our appraisals are about the kind of person someone is. These are person appraisals. Can you think of some examples? You might be told that you are a "troublemaker," are pretty, or look different from others. These appraisals tell us who we are. Our appraisals are also about how well someone does a job. These are task appraisals. For example, you might be told that your writing needs improvement, that you run very fast, or that your science project turned out very well. These appraisals tell us how well we do things. They give us information which can help us improve in our work.

Sometimes person and task appraisals become confused. This happens in situations where performance is assessed but the assessment is based on characteristics of the person rather than on the quality of the performance. The assessment is inappropriate to the situation.

Let us look at some examples that you might have experienced:

1. You are having trouble with your math homework and you ask a friend for some help. Your friend says, "You're so dumb!"

2. You have fallen off your bike and skinned your knee badly. Your buddy says, "Why are you always so clumsy?"

3. You have just won a race and your aunt says: "My, you have such beautiful hair.

In each of these examples the comment is about the person. You are "dumb," "clumsy," "have beautiful hair." The comments are not about what you have done or said, and they do not help you. You want comments on what you have done. You want task appraisals. The comments do not fit the situation and are not appropriate. They do not help you learn and improve what you are doing. Instead, they are confusing and make you feel badly.

Let us look at the examples again. The comments are changed to appropriate task appraisals. How do these comments help you in what you are doing? How do you feel about yourself in each example?

1. You are having trouble with your math homework. Your friend tells you, "I think you need to work on fractions. Let's start here. The rest will be easy."

2. You have fallen off your bike and skinned your knee. Your buddy says, "You went too fast over that curb."

3. You have just won a race. Your aunt says, "Congratulations! You always get such a good start that you are sure to win."

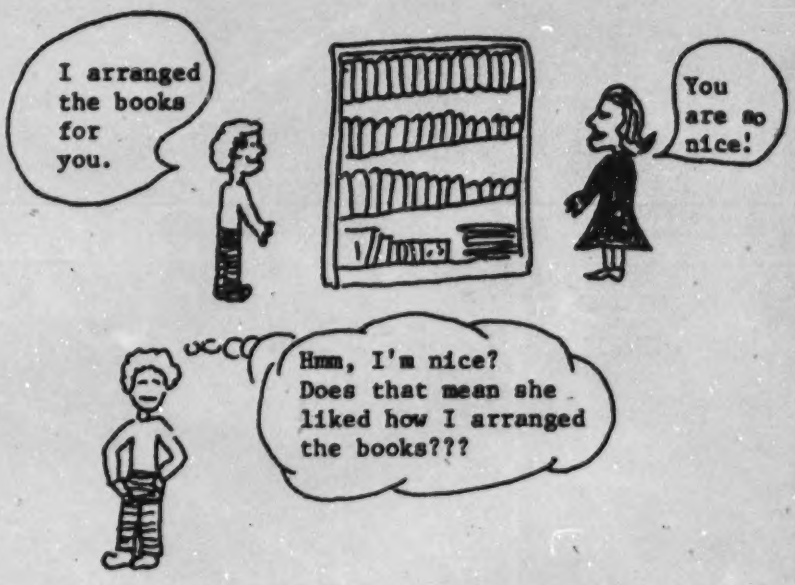
Now the appraisals give you information about where you need to improve and where you are doing well. You feel like you can do something about your problem. Notice that both positive and negative task appraisals are necessary and important. What causes problems is person appraisals in these situations.

Look at the drawings on the next page. Notice how people are able to work and how they feel when they get task appraisals. What happens when people get person appraisals?

POSITIVE TASK APPRAISAL

I made this drawing.
Your drawing is excellent!
I'll make some more drawings.
I might not be good at math but I have some art ability.

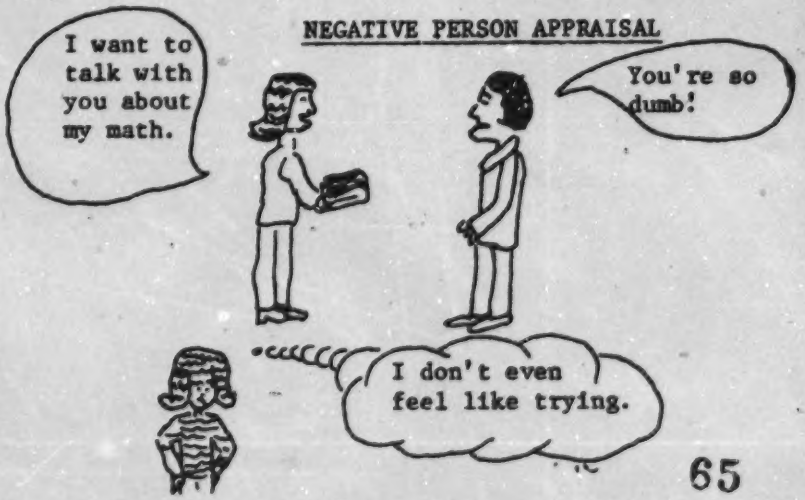
POSITIVE PERSON APPRAISAL



NEGATIVE TASK APPRAISAL

I made this drawing.
You blended the colors nicely, but your lines are too heavy.
Well, I know how I can improve my next picture.

NEGATIVE PERSON APPRAISAL



Identifying Person and Task Appraisals

This exercise provides practice in the identification of person and task appraisal statements.

Procedure:

Write a (P) in front of the person statements. Write a (T) in front of the task statements.

_____ You are so lazy!

_____ Your addition is wrong in this problem.

_____ My piano teacher is very nice.

_____ The cards you put in alphabetical order are all correct.

_____ You forgot to identify the rivers on this map.

_____ I don't understand why you are always so forgetful.

_____ When you wrote this story, you put all the commas in the proper places.

_____ That new boy is really cool!

_____ He is a happy person.

_____ My sister scored twenty points in the basketball game.

_____ Why are you such a troublemaker?

_____ Your report included all of the important points.

_____ Jane ran faster this time than she ever has before.

_____ Billy baked some delicious cookies today.

_____ The colors you used in your painting are beautiful.

_____ Don't be such a slowpoke!

_____ My little brother is a spoiled brat.

_____ Your penmanship on this paper is sloppy.

Writing Person and Task Appraisals

This exercise provides practice in constructing your own appraisal statements.

Procedure:

Write several examples of each kind of appraisal statement.

	PERSON STATEMENTS	TASK STATEMENTS
POSITIVE STATEMENTS	Example: Ben is a very bright boy.	Example: Ben reads faster than most boys his age.
NEGATIVE STATEMENTS	Example: George is so clumsy that he bumped right into me!	Example: George wasn't watching where he was going and he bumped right into me!

Appraisal Repair: Changing Person Appraisals to Task Appraisals

This exercise provides practice in changing person appraisal into task appraisal.

Procedure:

Make each of the person statements listed below into more helpful task statements.

PERSON STATEMENTS	TASK STATEMENTS
Example: Can't you be nice once in a while?	Example: Can't you share your things with me once in a while?
1. Cheryl is a nice person.	
2. You're not very artistic, are you?	
3. Johnny is no fun to be around.	
4. My sister is a slob.	
5. Ms. Franklin is a good teacher.	
6. I think Mr. Smith is grouchy.	
7. He was the worst person in the group.	
8. She was the star of the game.	
9. Your little brother is a darling!	
10. Joan is a real oddball.	

CHAPTER 2

WHO AM I?*

Ask yourself the question: "Who Am I?" How would you answer this question? What things would you list to describe yourself? You might say that you are tall, skinny, like playing ball, and are a good writer. This list includes things about who you are (tall and skinny) and about what you do (play ball and write well). The list also will include many other things.

Suppose other students in your class also make a list of who they are. You decide to compare your list with all the other lists. Will these lists look like your list? Will others list the same things about themselves that you have listed? Probably not. You will find that the lists are quite different. People see themselves as different from others and as unique. The exercises in this chapter help us understand that each person has many different qualities and that each person is different from other individuals.

---

*The "Who Am I" exercises that appear here are adapted from Intervention Strategies for Changing Sex-Role Stereotypes, by Eileen T. Nickerson, Randi Dorn, Binnie Gun, Anne S. Nash, Jeanne Speizer, and Mardy K. Wasserman. Copyright © 1975 by the authors. Used with permission.

Who Am I?

Think about the question "Who Am I?" Give eight different answers that describe who you are. Your answers may include:

1. Your activities and responsibilities.
2. Groups to which you belong.
3. Physical qualities or personality traits.
4. Feelings or beliefs that you have.
5. Anything else which you think is really important to your sense of "being you."

1	
2	
3	
4	
5	
6	
7	
8	

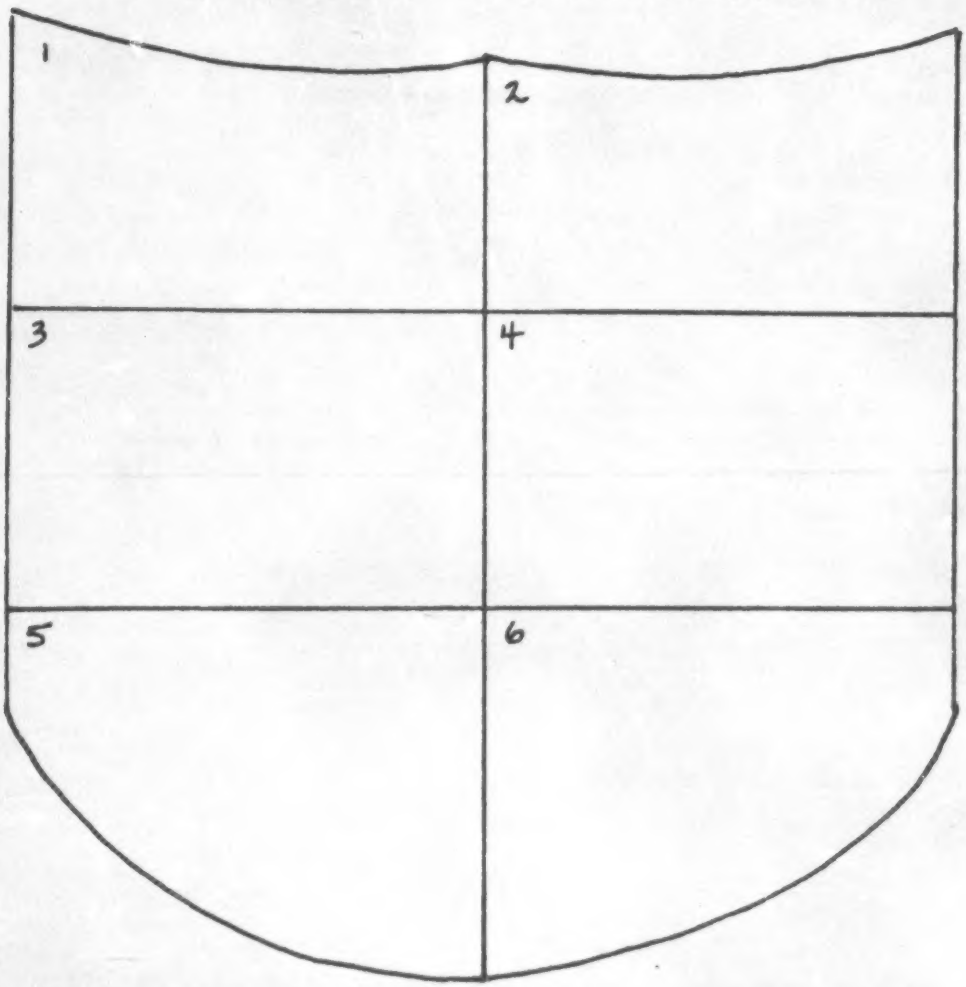
Who Am I: When and Where?

"Who Am I" Statement		Appropriate Situation	Inappropriate Situation
Examples:			
I'm a good baseball player.		During a baseball game.	During a math exam.
I make delicious desserts.		Planning a menu.	Planning a science project.
I have a good sense of humor.		After cracking a joke.	After losing a fifty-yard dash.
1			
2			
3			
4			
5			

Personal Coat of Arms*

Fill in your personal coat of arms. In the numbered spaces, draw:

1. An activity you enjoy.
2. A subject you are best at in school.
3. Your greatest achievement to date.
4. Of all the things you own, the thing you care about most.
5. A trait or characteristic about you that your friends like most.
6. An achievement that you hope to reach during your life.



*Adapted from Values Clarification: A Handbook of Practical Strategies for Teachers and Students, by Sidney B. Simon, Leland W. Howe, and Howard Kirschenbaum. Copyright 1972 Hart Publishing Company, Inc. Used with permission.

Truly My Own*

I think if I searched a thousand lands
and twice the number in rainbows,
I'd never find one human being
who chose the things that I chose
a person who wanted the things I wanted
or sought what I sought to be.

I'd never find one human being
like or comparison to me
and if I traveled seven seas
I still would be alone
for there is no one who thinks like me
for my dreams are truly my own.

— Vanessa Howard
age 13

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CHAPTER 3

WHO ARE YOU?

What if you were asked to describe another person. What would you say about this person? What things would best describe the person? You might notice that the individual is short, has brown hair, paints well, and is good in math. This list includes things about who that person is (short, has brown hair) and what this person does (paints, does math well). Many more things could be said about this person.

Suppose all people in your class are asked to describe the same person. They all make a list of things about this person. What would happen if we compared the lists? Will the lists be the same? Will everyone say the same thing about this person? The answer is no. The lists will be different. People notice different things about the same person.

Sometimes we do see people as all alike. Ask yourself, "What are girls like? What are boys like?" Think about your answer for girls and for boys. You will see that it is easy to describe all girls in the same way. It is also easy to give a description of all boys. We see people in the same way when they belong to a category, such as male or female. When we do this, we are stereotyping people.

We have learned a great deal about appraisal, about appraising ourselves and others, and about appraising people in categories. Let us see if we can learn how to make appropriate task appraisals.

Identifying Appraisals in Cartoons

This exercise is designed to provide practice in recognizing task and person appraisals in cartoons.

Procedure:

An example of an analyzed cartoon is provided.

1. Write out the statement (or statements) which expresses appraisal.
2. Decide whether it is a person or task appraisal.
3. Tell whether the appraisal was appropriate or inappropriate and why.

Example:

Cartoon Number: 1

Appraisal Statement: "What do girls know about cars?"

Person or Task: Person

Appropriate or Inappropriate: Inappropriate

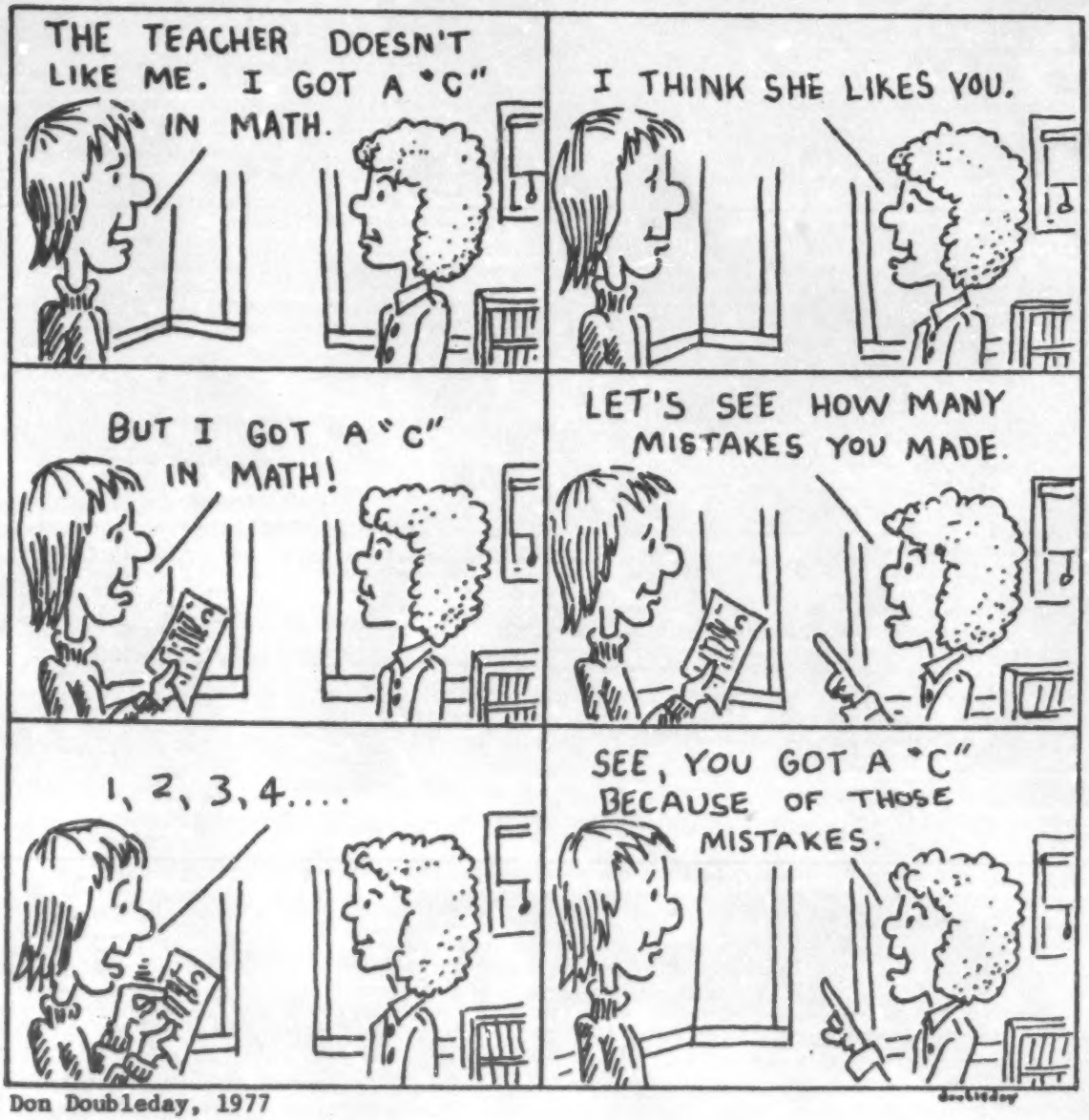
To see if someone knows how to fix a car, we have to let that person fix the car. Then we can judge if the person knows anything about cars. Being a boy does not mean that the boy can fix a car. Being a girl does not mean that the girl cannot fix a car.

#1

THIS CAR HAS ME DING-DONG!
EVERY TIME I HAVE AN IMPORTANT APPOINTMENT IT REFUSES TO RUN!
WHY NOT LET ME HAVE A CRACK AT IT, ARCH?
THAT'S THE SILLIEST THING I EVER HEARD!
WHAT DO GIRLS KNOW ABOUT CARS?

© 1975, Close-Up, Inc.

#2


THE TEACHER DOESN'T LIKE ME. I GOT A "C" IN MATH.
I THINK SHE LIKES YOU.
BUT I GOT A "C" IN MATH!
LET'S SEE HOW MANY MISTAKES YOU MADE.
1, 2, 3, 4....
SEE, YOU GOT A "C" BECAUSE OF THOSE MISTAKES.
doubleday

Don Doubleday, 1977

#3

YOU KNOW THAT NOTE YOU WROTE EXPLAINING WHY I WAS LATE FOR SCHOOL?
YES.
THE TEACHER SAID IT LACKED IMAGINATION AND GAVE YOU A "C-" ON IT!
HI AND LOIS

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#4

BEETHOVEN! ALWAYS BEETHOVEN!
I'LL BET BEETHOVEN REALLY WASN'T SO GREAT! I'LL BET HE DIDN'T EVEN HAVE ANY FRIENDS!
PEOPLE AREN'T FRIENDS UNLESS THEY PLAY GOLF TOGETHER! DID YOU EVER HEAR OF BEETHOVEN PLAYING GOLF WITH HIS FRIENDS? NO, YOU DIDN'T!
WHAT DO YOU MEAN, HE DIDN'T HAVE ANY FRIENDS?
JUST WHAT I SAID!
I CAN'T STAND IT! I JUST CAN'T STAND IT!
YOU NEVER READ ABOUT HIM PLAYING GOLF WITH HIS FRIENDS, DO YOU? HUH? DO YOU?! IF HE HAD SO MANY FRIENDS, WHY DIDN'T HE PLAY GOLF WITH THEM?
I WONDER IF LEONARD BERNSTEIN PLAYS GOLF WITH HIS FRIENDS?

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#5

MAAM?
HOW COME WE'VE ONLY BEEN STUDYING ABOUT MEN IN HISTORY?
AREN'T WE GOING TO STUDY ABOUT WOMEN?
I HAD A GRANDMOTHER WHO WAS KIND OF CUTE!

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#6

OH, GOSH!! SAME OLD GRIND EVERY DAY!! NOTHING NEW EVER HAPPENS! GUESS I'LL GO OUT TO LUNCH!!
WELL, WELL, THINK OF MEETING YOU, MISS TALON! GOSH, IT'S FOUR MONTHS SINCE I SAW YOU! ARE YOU WORKING?
YES WINNIE, I'VE GOT A DANDY JOB! I'M SECRETARY TO MR. McKENNA OF THE McKENNA RUBBER HAMMER COMPANY!

OH, THAT'S FINE! DOES YOUR BOSS LIKE YOU??
WELL, I'M THERE THREE MONTHS NOW, BUT I DON'T THINK MY BOSS LIKES ME A BIT —
ALL HE EVER COMPLIMENTS ME ON — IS MY WORK!!
BRAUNER

#7

© 1975 Archie Comic Publications

#8

Memo to the Publisher:
When are we going to get a comics page?
THANKS FOR COVERING THE CEREMONY, NICHOLE. YOU HELPED ME OUT OF A REAL JAM.
GLAD TO DO IT, MIKE.
STICK AROUND FOR A SECOND WHILE I PROOFREAD YOUR ARTICLE, O.K.?
O.K... I THINK YOU'LL LIKE IT. EVEN THOUGH I'M JUST A WOMAN, I WROTE IT WITH THE SAME SENSITIVITY ONE FINDS IN YOUR OWN PROSE!
...HMM.. WE'LL SEE... "TODAY PRESIDENT KING AND SPECIAL ASSISTANT CHUCK TAYLOR PRESIDED OVER THE PRESENTATION OF THE NEW UNIVERSITY ART GALLERY."
"MR. KING, THE PERT FATHER OF THREE, LOOKED STUNNING IN HIS PROVOCATIVE MOHAIR SUIT AS HE FLASHED A SMILE AT NEARBY ADMIRERS."
"MR. TAYLOR, THE HUSBAND OF MRS. CHARLES TAYLOR, AND STILL A SVELTE, FIRM 30-32-30, TURNED MORE THAN ONE HEAD WITH HIS SHEER, SKIN-TIGHT SOCKS. CHUCK, A SPECIAL ASSISTANT, IS A FORMER BRUNETTE."
YOU'RE TRYING TO MAKE A POINT HERE, AREN'T YOU?

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CHAPTER 4

WHAT COLOR ARE YOUR EYES?

We have spent several days discussing how we make judgments about ourselves and about others. We have talked about the importance of making task appraisals. We have also discussed how person appraisals can affect our feelings and our performance.

We have seen that sometimes we make stereotyped appraisals about a category of people, such as "males" or "females." We saw that sometimes these statements are inaccurate when we apply them to specific individuals. A statement that boys are loud does not describe all boys. We also found that the reverse is true. You cannot make a statement about one girl and expect it to be true of all girls. Just because Susan likes ice cream does not mean that all girls like ice cream.

What is it like to belong to a category? A teacher in Iowa tried to answer this question with her class. The teacher and students decided to try an experiment. They divided the class into students who had blue eyes and those who had brown eyes. The blue-eyed group was the superior group and was given special treatment. Brown-eyed students were inferior. They were given no special privileges. What judgments are made about students with blue eyes? How do they feel about themselves? What about brown-eyed students. How do they feel? Are they able to learn as well?

In our society we often create categories that are based on a physical characteristic, such as being tall or short. We make stereotyped appraisals because people belong to such a category.

Specific to General: How We Sometimes Draw False Conclusions

This is true . . .		and this is true . . .		but is this true?
Task Statements	+	Person Statements	⇨	Category Statements
I play tennis well.		I'm a blonde.		All blondes play tennis well.
I'm good at math.		I'm a girl scout.		All girl scouts are good at math.
I can't carry a tune.		I'm a Methodist.		Methodists can't carry a tune.
I can't cook well.		I'm tall.		Tall people cannot cook well.
I can ride a horse.		I'm a fifth grader.		All fifth graders can ride horses.

Specific to General: How We Sometimes Draw False Conclusions

Make up your own examples of false conclusions.

	This is true . . .	and this is true . . .	but is this true?
	Task Statements +	Person Statements ⇨	Category Statements
1			
2			
3			
4			
5			

CHAPTER 5

CATEGORIES IN OUR SOCIETY

What categories of people are there in your classroom? Can you think of some examples? There probably are tall students and short students in your class. Another category might be people with dark hair and those with light hair. Does it matter to you if someone has dark hair? Probably not. You probably have friends who have dark hair. You also have friends who have light hair. However, some categories do matter to you. Can you think of examples?

What about categories in our society? Are there groups of people whom we prefer? Are there groups whom we treat as "different"? Read the examples about Shirley Chisholm and Snoopy's friend, Woodstock. What category are they in? How are they treated? What do they do?

Growing Up*

Shirley Chisholm

Shirley Chisholm writes about the category of belonging to "short people." People's appraisals made it difficult for her to get a job when she graduated from college.

> When I graduated in 1946, cum laude, I was nearly twenty-two but I looked sixteen or seventeen; I weighed about ninety pounds. It made job hunting hard. School after school turned me down, even as a teacher's aide; I didn't look old enough to teach, and most of my interviewers told me so. Day after day I stomped the streets. Finally I blew up at one nursery school director. "At least you could try me!" I exploded. "Put me on as a probationer! Give me a chance to show you! Give me a chance to find out whether I can do the job . . . don't judge me by my size." Mrs. Eula Hodges, director of the Mt. Calvary Child Care Center in Harlem, was persuaded. I worked there for seven years.
>
> Even before I had finished my probation and become a full-fledged teacher's aide, I was sure that this was going to be my lifework. So, to be as well prepared as possible, I enrolled in Columbia University to work evenings for a master's degree in early childhood education. It was about then that I had my own early education in politics, in the toughest and most instructive school possible, New York City's old time clubhouses.*

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